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A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Misuse of Schools

SCHOOLS are now so attractive to children, socially and otherwise, that they cannot be detoured into outside activities.

Pupils and students are so keenly alive to the spirit of the day that they are leading their parents a merry chase domestically and socially.

There is no way to promote parental cleanliness so quickly as to start a warm-water hand-washing campaign in school.

Every good cause wants to utilize the schools for promotion purposes, and it is a benefit to the schools to thrill the routine with something different occasionally.

But it should be limited to the benefit of the school, and *never for promotion purposes.*

No matter how good the cause is it has no legal or moral right to use the school for propaganda. We are urged continually to promote some good cause.

These requests are usually by people whom we esteem highly. The appeal always begins something like this: "We know that you believe in our work, and you will certainly favor interesting school children in so good a cause."

Interests not good also try to use the schools. Here is an account of a discovery in an Eastern city of high repute, educationally and otherwise:—

"With the amazing revelation that an extensive clearing-house lottery system has been introduced among boy students in public schools of this city through other pupils employed to 'keep books,' the Board of Education and police yesterday launched a city-wide investigation to ascertain what limits the 'school lottery' has attained and to identify the men behind it.

"Although authorities and members of the board had received meagre reports revealing that school boys were being used as 'links' in the lottery chain and that school children were playing 'the numbers,' no disclosures were made until yesterday when the first open step was taken in the police war against school lotteries.

"This was the arrest of A—— B——. Two school boys testified before the police judge that A—— B—— had employed them to sell 'numbers'

to fellow pupils. The boys admitted that A—— B—— had hired them to 'keep books' during the last week; that he paid them twenty cents for each book, and that they turned the proceeds over to him. They were given twenty cents for every dollar they collected, they said.

"A—— B—— was arrested. After the boys had testified against him, he took the stand, and admitted that he had hired them during the last week to 'keep books,' but denied that he knew the men 'higher up' in the lottery chain."

It is a long distance from promoting a good scheme that will not benefit the school to making eighty cents on a dollar by buying the activity of school boys with twenty cents on the dollar, but somewhere between there is a delicate line to cross, and our rule is to favor nothing that can be promoted by the use of public schools.

Boy Scouts, Newton, Massachusetts, have received a gift of 175-acre trail within twenty miles of Boston.

Inter-American Conference

PRESIDENT LAMKIN has issued invitations to the Ministers of Education in nineteen nations of the Western Hemisphere, requesting their participaton in an informal Inter-American educational conference to be held at Atlanta, June 28 to July 4. Invitations were sent to Argentine, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, Guatemala, Haiti, Honduras, Nicaragua, Panama, Paraguay, Peru, Salvador, Uruguay, and Venezula.

This invitation will be heartily accepted, and as a result the New World will be benefited civically, industrially and socially. This will signify as much to North America as to South America. It is one of many influences that are unifying and intensifying an American sentiment which will be a world achievement.

President Lamkin is supremely wise to magnify the official leadership of education, which will make the movement distinctly and officially international.

Realizing Ideals

WE CAN recall no educational article in seventy years that has been more valuable than Dr. Babbitt's article in The Nation's Schools for January. His arraignment of the curriculum making of the day is a classic, and his vista of what a curriculum should be is masterfully brilliant, but he should have said that there is a superintendent who is doing everything Babbitt says should be done, perfecting the details as skilfully and artistically as Edison has ever done.

There are forty superintendents in the United States today who are achieving results as ideal as any philosopher or psychologist ever dreamed could be done.

Sometime there will be a program of real achievements of ideals.

A Dean's Discouragement

DEAN MAX McCONN, Lehigh University, in his book "College or Kindergarten," according to Alexander Meiklejohn, in the New Republic, is day dreaming. In place of ideas he gives us yearnings—the yearnings of one who has found the daily routine, in spite of its pleasantness, so baffling and unsatisfying in its achievement that he seeks consolation in that happy world of fancy in which we might live if only dreams would come true. "As a dean he has been in close touch with the American undergraduate. And he sees that the colleges of liberal education are not giving to that young person much liberal education. Only 2 per cent. of our youth go to such colleges. And of those who go he estimates that three-fourths are so devoid of intellectual activity that the attempt to stir them to study and investigation is foredoomed to failure. Further, the remaining fourth—the one-half of 1 per cent. who have in them the making of scholars—these are sadly neglected and ill-treated because the college is devoting its energies to the impossible attempt to teach those who will not learn. A vast wave of material prosperity has been pouring in upon us a flood of externally-minded young barbarians."

"World Unity" is a new monthly magazine, edited and published at 4 East Twelfth Street, New York City; John Herman Randall is editor.

President Meader at Troy

ONE of the notable events of Washington's Birthday was the inauguration of President J. Laurence Meader, Russell Sage College, Troy, N.Y.

New England knows Dr. Meader as principal of the State Normal School, New Haven, where he made an exceptionally interesting and important official record.

The remarkable feature of his inauguration was the presence, as honor guests of the Russell Sage College, of the principals of one hundred preparatory girls' schools of the ten North Atlantic states. Never has there been anything comparable to this as a setting for the inauguration of a president of a woman's college in the New World.

Dr. Cloyd H. Marvin, president of George Washington University, announces a gift of $120,000 from Mrs. Chauncey M. Depew in perpetuity to establish a department of public speaking at the university in memory of her husband, the late Senator Chauncey M. Depew.

Hawaiian Leadership

(*Continued from March 4*)

By A. E. WINSHIP

THE chief characteristic of the Hawaiian islands is confidence that they can lead the world industrially, educationally and religiously.

They know that they have the climate that offers more comfort and luxury, more health and pleasure, twenty-four hours a day for 365 days in the year than can be found elsewhere in the New World.

They know that the soil has all the urge of lava sprinkled everywhere from time to time through the centuries, so that they can raise vast quantities of luxurious foods with no fear of freezing in winter or blistering in summer.

The sugar interests have created more varieties of rare cane than have ever been created anywhere or everywhere else.

Educationally the islands have done more to have every race and nationality climb upward and go forward without any slipping back or sliding down in the scale of civilization than anywhere else in the world.

Religiously there is a devotion to character achievement by all creeds and denominations with less emphasis on theological idolatry than anywhere else in the world.

Nowhere else has there been quite as clear a mission of every denomination to demonstrate appreciation of every race and creed as in the Hawaiian islands, and nowhere has every religious message had as rhythmic a tone of tolerance as there.

There is no place under the Stars and Stripes that offers the same advantages for better education that are offered in the Hawaiian islands.

Nowhere else in the world have the public schools the children of the better element of so many races and nationalities as there.

Nowhere else in the New World are all the children of all the people as enthusiastic in their desire to learn the best things in the best way.

There is no trace of a desire to live the life of day before yesterday with the children of any race or nationality. Every child is looking forward and not backward, and is trying to have his parents look forward and not backward.

Adults of all races and nationalities want their children to achieve more than they have achieved.

The entire spirit of the rank and file of the people is "Go!" rather than "Whoa!"

School leaders are in the locomotive with their eyes on the head-light down the track seeking progress, rather than on the tail end of the train swinging a red lantern for fear progress will run into them from the rear.

Nowhere have public schools achieved more and better results with fewer mistakes in theory and practice in the last ten years than in the islands of the Hawaiian group.

There is no trace of an expectation of finding a professional plateau of progress where they can be at ease evermore.

Nowhere else are all races and nationalities likely to be exposed to teaching by any race or nationality; and there is no race or nationality that has not some teachers as good as the best of any other race or nationality.

Nowhere is there a possibility of as stable a democracy as in Hawaii. Nowhere could a traditional aristocrat be as uncomfortable every day as on the Hawaiian islands.

Human culture flows down from the past, a mixed and turbid stream. It is the very water of life for men, but polluted by superstition, hatred, prejudice, and indulgence. No civilization ever was saved by the abundance of its traditions. A pure mountain brook may support the health of a community; a polluted Ganges may infect a nation.

Education should be a filter, straining out of the stream of tradition the waste and filth and debris, passing it on crystal clear and refreshing. —Arthur E. Morgan.

Belding's Page

TADPOLES TEACH

SCIENCE is sitting at the feet of tadpoles—the feet which they have in a later stage of their career, of course.

By experimenting with the thyroid and pituitary glands of tadpoles, Professor Bennett M. Allen of the University of California has been able to make these tiny creatures grow big or remain little, lose their tails or keep them, as he pleased.

The result is, presumably, an increase of knowledge regarding the relation of these glands in human beings to growth. Pituitary is boss of total growth. Thyroid controls specific shaping of arms, legs, bones and other bodily parts. The two glands are found to be interdependent—at least in tadpoles.

So medical science has another bit of valuable lore, at the expense of a very tiny, humble creature.

If, in years to come, physicians are enabled to cure goitre and prevent deformities and freaks, in human development, by reason of Professor Allen's tests with tadpoles, the anti-vivisectionists won't have a very strong case against him. Besides—he gave the tadpoles an anesthetic!

PERPETUAL STUDENT

THERE are many ways to become famous. One way is to remain at college all one's life, as the late William Cullen Bryant Kemp did, at Columbia. Kemp had taken more courses and more degrees—earned ones—than a dozen ordinary men. Kemp spent sixty of his seventy-nine years as a student.

Others at Columbia, trying to account for this "perpetual student," invented a theory that he had been left an income by a rich uncle to be paid him only so long as he remained at school. That any one could desire so much knowledge for its own sake was inconceivable.

It transpires at Kemp's death that he had over $200,000 in his own right, together with a yearly income of $2,500 from an uncle's estate. There were no strings on the uncle's gift, however. So it was a plain case of fondness for learning.

Would that this fondness might be scattered about, in moderation!

The "perpetual student," boasted by many universities, is a phenomenon neither to be extolled nor to be condemned too lightly. An institution of learning wouldn't be much good if it failed to push most of its students out into the world to do some useful work. On the other hand, one who doesn't have any economic pressure upon him to make him work, has his choice of occupations. If no vision of service has been vouchsafed him, he might better go on studying than become an idler.

"Live as if you were to die tomorrow; read as if you were to live forever," some one once advised. A person sincerely taking an eternal view of life might argue quite logically the desirability of spending the present period of eternity storing up knowledge. The flaw in the argument would be that knowledge may be stored in other ways than by remaining cloistered in a university year after year.

Kemps are not—on the whole—our greatest problem.

ARGENTINA VIEWS US

TWENTY educators from Argentina are visiting the United States. Their presence tends to re-establish and strengthen certain educational ties which have existed for some years between the two nations.

Argentina had the second normal school in the Western world. The first was founded by Horace Mann in Massachusetts. The second was founded in Argentina by Domingo Sarmiento, who had visited Mann and agreed with him at many points.

Sarmiento laid the foundation of public instruction in Argentina. Development there has been along national lines. The schools belong to the federal government. Teachers are chosen and employed by the federal authorities. No local committees control them. Liberal pensions are provided.

Argentina has a society for the promotion of cultural relations with North America. Argentine students will be sent here in increasing numbers, to enroll in colleges and universities. Efforts will be made to secure an exchange of professors.

The United States may be, and is, farther along the road of popular schooling than Argentina has yet advanced. But that is no sign we have nothing to learn from a country which has worked out its own problems in its own way and is still doing so. Reciprocity in these visits between the two Americas should be cultivated.

A POOR EXCUSE

"EDUCATION can't bring out what isn't there." Perfectly true! But the true teacher doesn't make that an excuse for failing to discover what is latent in the mind and heart of the individual pupil.

Anson W. Belding

Associate Editor.

The Value of Examinations

(Concluding the Discussion which has been presented in our issues of January 21, February 4, February 25 and March 4.)

I. D. WEEKS

Northern State Teachers' College, Aberdeen, S. Dak.

IN THIS brief article mental and standard subject tests are not considered.

It is a practice in some states for the various counties to send out monthly examination questions to be given to the pupils of the rural and small town schools. A number of states have final examinations that are required of all eighth grade pupils outside the larger towns and cities.

These tests possess at least two desirable qualities. In the first place they act as a motivator. The knowledge of a judgment day seems to keep some folk on the straight and narrow way. Pupils who know beforehand that they are going to be held accountable for a given unit of subject matter will study more diligently, all other things being equal. In the next place examinations tend to stimulate the teacher as well as to act as partial check upon her teaching. Of course, no intelligent person conversant with teaching would use these as a sole check in judging the efficiency of a teacher. However, with the meagre training of the typical teacher in the 180,000 rural schools of the United States it seems as yet unwise to dispense with the examination check.

On the other hand there are grave dangers in the above. Only today a student teacher stated that he had been advised to spend the next three days in reviewing the month's work. The idea of review is a commendable one if it means giving the pupil a new view rather than a mechanical reiteration of former recitations.

It is obvious that the impelling motive prompting the review was the monthly test. These are all too frequently held before boys and girls as the alpha and omega of all education.

It is unfortunate when pupils work for the one purpose of making high marks in the monthly examinations. This tends toward mere memorization of facts and a perverted idea of true education. It seems apparent that the club of superimposed tests may narrow the educational horizon of both teacher and pupils. Not only does an undue amount of emphasis upon the value of this pedagogical device befog the pupil's outlook relative to schoolroom activity, but it results in a tremendous waste of time. Many rural schools spend two days each month in the administration of examinations. A number of high schools devote an entire week to mid-year exams.

While there are advantages and disadvantages in the present type and administrations of tests there is a sane course to pursue. Informal objective tests are a step in the right direction. Less time is consumed in administration and in scoring them. They are more likely to test the actual material that has been studied.

When school executives and teachers create the proper attitude toward examinations by placing them in their proper relation to the whole of schoolroom procedure pupils will come to look upon them as a means of checking their thoroughness in a given unit of subject matter only. They will desire to make good marks in them, but will come more and more to see that examinations constitute a small part of what should be accomplished in school.

J. C. WEBB

Superintendent, Portland, Indiana

AN EXAMINATION, or a test, is a method of measuring the qualities of the work of individuals or members of groups under standard conditions. Here in Portland we have just given the Orleans "Achievement Test in Language Usage" to four hundred seventy-four pupils, grades four to eight. In tabulating results we find that *four* of the *twenty-three* groups tested fell below the Standard of the country, and that *eighteen* groups were above the Standard and *one* equal to it. This is valuable information to me as an administrator; to the teachers of the various groups and to the pupils themselves. It enables us to identify conditions which are favorable or unfavorable to good work; also to find indications of good or poor teaching, by having definite knowledge of what pupils, who have been taught, can do.

THE TEST

The test consists of sixty sentences which give children opportunities to indicate correct uses of various forms of the parts of speech.

An illustration: Sentences Number 12, Part 1, and Number 10, Part 11 were as follows: No. 12, Part 1, "Ben (has gone—has went) home." No. 10, Part 11, Did you go to town yesterday? I have ——— every day this year."

Sentence No. 12 was missed thirty-four (34) times by the 107 pupils of the seventh grade and twenty-eight (28) times by the 115 pupils of the eighth grade. Sentence No. 10 was missed fifty-five (55) times by the seventh grade pupils and twenty-five (25) times by the eighth grade. Such data give us a basis for proper adjustments of specific undesir-

able situations. They enable us to initiate drills and remedial instruction that count—"to apply the oil where the squeak is."

The training which students get in correct written expression through tests or examinations is valuable for all classes of students, therefore not any should be exempt from examinations. Graduates of high intelligence are ofttimes handicapped in making good in important positions because they failed to acquire the habit of producing elegant and accurate oral and written expression. Some of them were exempted from examinations.

Public schools are not functioning well unless they have effective methods of measuring the qualities of the work of individuals and of groups of individuals. It is worth while for us in Portland to know that our Junior High pupils scored from two to four per cent. higher than the standard of the country on the "Language Usage" test. It is also worth while for us, superintendent and teachers, to know the names of the twenty-five or more pupils of the eighth grade who are ignorant of how to use the expression "has gone" correctly.

A man's judgment is no better than his information. Examinations and tests supply information as reliable and as valuable as do thermometers and speedometers. They are essential to efficient work. They are fundamental to "scientific thinking."

M. C. VENABLES
Pacolet Mills, South Carolina

EXAMINATIONS! Examinations! Mid-terms! Semi-finals! The High Schools have been ringing with the sound; the Junior Colleges buzzed with it; and even the Colleges and Universities have felt the stir.

The loafers crammed, believing they could make up in a few days of intensive study what they had neglected thus far. They assumed that the educational process is one of knowledge getting purely, and not one of regular growth,—a view often shared generally by communities at large and too often borne out by the nature of the examination given and the basis on which papers are graded. The good pupils studied over time because of nervous dread of what was coming, and thus entered upon their examinations in an overwrought condition, consequently they made poorer grades and suffered the further disadvantage of exhausted nerves when the strain was over.

Teachers burned the midnight oil reading and re-reading papers, covering pages with figures; here and there splitting fractions, and finally arriving at a figure called a term average. And why?

Every detail of educational organization and each item of expense connected with the school must find its final justification in the contribution which it makes, either directly or indirectly, to more effective learning on the part of the pupils. A school may be well housed and well equipped in every way, thoroughly modern and fully approved, but unless its pupils are learning effectively it may not rightly be called a "successful" school.

There can be no real teaching unless some one is learning. The efficiency of instruction is in direct proportion to the success of the learning that is taking place in the pupils. Learning is essentially a matter of changes in the abilities of the learner. The pupil may increase the number of facts he can repeat from memory; he may increase his speed in certain lines, he may improve his skill in execution, or sense of appreciation.

To prove that learning has taken place it is necessary to compare the learner's ability before he was taught with his ability after being taught. The most widely used form of comparison or measurement in education is the classroom examination. Practically every teacher from the primary grades through the university attempts, from time to time, to discover by means of examinations what progress is being made by his pupils.

This regular checking up, while it does not offer the highest type of appeal still it motivates the work for some pupils. It offers an opportunity for the teacher and pupil to discover and strengthen weak places. Then, too, examinations usually call for a systematic review, an organization, or better, a reorganization of the important points of the course. I think it was Dr. Ernest Horn, of University of Iowa, who said (in speaking of studying over examination questions with pupils) "Why try to keep from the pupils the very things you want them to know?" Another important advantage is that the teacher may more readily check up his own success in teaching specific habits, facts, or appreciations.

Classroom examinations have recently tended to be modified and will continue to be modified and improved through the adoption of certain technique used in Standard Educational Tests.

Whatever may be the difficulties in the way of correctly estimating and recording the progress made by pupils in their work as shown by examinations we must not lose sight of the fact that there are very good reasons why such records should be made periodically as the work advances. The fact that education is a matter of changes and improvement makes it certain that measurement will continue to be used in schools with ever increasing accuracy and effectiveness. Specialists in educational practices will learn to interpret more confidently the relation found between the results obtained from various measurements and to make, on these as a basis, more adequate adjustments of the instruction to the interests and abilities of the pupils. A further study of results has and will continue to suggest new activities for the curriculum in order that all types of citizens may obtain genuine profit from the schools maintained at public expense.

Citizens in the Making

By LUTHER F. ADDINGTON

Pound, Va.

THE school is a miniature community; the pupils are school citizens—the community's citizens in the making. These plastic citizens need training in the duties they are to perform in their world beyond the school. An undesirable school citizen may be converted into a desirable one—by proper development.

The training of many pupils in ethical character at home has been practically nil, especially in the rural and mountainous sections. These pupils are the ones who usually create "discipline problems." They have a meagre sense of right; they lack a feeling of responsibility. They must be taught how to fit decorously into their school society; they must be treated kindly and sympathetically.

Now the problem is: How to handle them wisely. The best method I have been able to find is to so manipulate the whole school in such a way that a fashion for right doing is established. Once a favorable attitude is created there will hang about the school an atmosphere which in itself is a more powerful factor in discipline than a whole combined faculty. Pupils like to be in vogue—as do older folks, or we men wouldn't wear balloon trousers nor the women abbreviated bits of silk.

We know from our own mental make-up that we dislike chastisement. Then it is safe to infer that the child who flops out of fashion, who becomes a criminal in his school society, will resent chastisement on the part of his teacher. The chances are that he will commit the act again—but perhaps in such a manner that he will not be reported to his teacher; he may develop a sour disposition.

We adults dislike "tongue lashings"; we resent orders which we feel are given in a dictatorial manner. We would not be bettered if our superior, for instance the superintendent or a member of the school board, came to us, and blistered us with paddles because we committed some error not becoming to the teaching profession —if such were the case we would get a great many paddlings. Then may we not infer that the child resents similar treatment? May we not judge that he gets a wrong impression of his responsibility to society, that he itches to retaliate in some way or other, "get even"? And some resort to action, physical action, immediately. We have had instances of teachers being clubbed, shot, and maltreated in various ways.

But now what to do? The best way out I have found is to bring pupils to feel their responsibility to their fellows. Some enjoy doing naughty acts if by so doing they can aggravate the "despised" teacher. And how to bring about this feeling of responsibility? Why not let the faculty set a standard? Why not the teachers act toward the pupils as they would act toward fellow teachers—that is, in the manner of being courteous. It will not hurt a teacher to say "Thank you" to a child —it helps to create the desired fashion. Children appreciate being respected.

The old proverb, "You can lead a horse to water, but you can't make him drink," seems to me to apply to the development of our citizens in the making very appropriately. That is, one can coerce pupils to do many things which they dislike, but is the effort worthwhile?—unless the child's attitude is in tune with the act. And if it is in tune, then no force is necessary.

Young minds do not appreciate the responsibility of citizenship as do adults, and sometimes adult teachers fail to take this point into consideration, and administer punishments for infractions of "rules" in an unwise manner.

Pupils, good and bad, laud fair dealings; they loathe injustice. And no school, if it is one in which a bad state of affairs exists, can be converted into one that approaches the ideal overnight. But patience, fair play, and self-control on the part of principal and faculty will win in the end. A congenial school community will develop; the citizens in the making will come to realize what all this "citizenship" is about.

At the beginning of a recent school session I had mimeographed the paragraph and questions below, which I gave to each teacher and pupil in the school:—

1. Do you always say "Thank you" when some one does you a favor?
2. Do you try to exercise self-control when you get angry?
3. Do you apologize when you bump into a teacher or pupil and try not to offend in the same manner again?
4. Are you careful not to loiter in halls and doorways?
5. When you are with a visitor, teacher, or fellow pupil, do you offer him or her the privilege of passing through the door first?
6. Do you remember to go up to a person with whom you wish to speak instead of shouting from a distance?
7. Do you help to keep the buildings and grounds clean?
8. Do you always respect the property rights of others?

9. Are you careful not to destroy or damage school property?
10. Do you always address your teachers as Miss or Mister?

These questions, I have found, have been a great aid in assisting pupils to get the spirit of being a good school citizen; which, of course, will be effective in the community citizens in the making. Impressions made in youth are lasting.

Should Colleges Have Uniform Notation?

By JOHN D. BROOKS

Professor of Education, Wilson College, Chambersburg, Pennsylvania

A REPORT ON CONDITIONS IN PENNSYLVANIA

FIFTY of the fully accredited colleges and universities under private control in Pennsylvania have been given a certain unity or integrity during the present year by being singled out by the Carnegie Foundation for the Advancement of Teaching for a very specific examination and study along the lines of pupil achievement. Following this cue in a measure, the following brief study deals with these same colleges and universities with respect to their system of notation in recording the scholastic achievements of their students.

Fifty-one institutions are included in the study, but as one college has no system of marking whatever, it leaves only fifty to be considered, a number that lends itself readily to fractional generalizations and percentages.

The basic facts for the survey were drawn from the catalogs of these institutions and from their responses to a very simple questionnaire which asked (1) the system of marking used, (2) the equivalent per cent. for each mark, (3) the passing mark, and lastly the limitation, if any, on the number of low passing marks that a student might receive and yet graduate. A stamped envelope was enclosed and a prompt and satisfactory response was received to exactly 85 per cent. of the inquiries.

My interest personally was directed to this little study through an incident occurring during the past summer that seemed to combine something of the ludicrous as well as the tragic.

A Wilson College Junior of the very highest scholastic standing went to the University of Pennsylvania to take a couple of subjects in the Summer School. A week or so after beginning her work she received as the result of short preliminary tests a mark of "D" in both subjects. To this Wilson student who had been used to receiving nothing but "A's" in a scale of marking running A B C D this mark was most unusual and humiliating. She spent the night in tears, and the next day dropped one subject in the hope that by concentrating on the remaining one she might achieve a mark at least respectable. It was only later in the term that she discovered that the despised "D" was the abbreviation for "Distinguished" and was the highest mark given at Penn.

In commending one of my summer students at Penn State College before a class at Wilson College this autumn, I mentioned that I had given the student "zero" for the course. Following the class I was waited on by a deputation of puzzled and sympathetic students who were much relieved when I explained that "zero" was a passing mark at State College.

There are five distinct varieties or species of marks used in the fifty colleges studied. The most popular one is the alphabetical, A B C D E F, or modifications of it. While three colleges express fourteen different gradations on this system only one seems to include or go below "G" in the characters used. There may be some connotations in "G" at the tail end of a system of markings that are not justified in fact. Some disturbed youth receiving it might play on the credulity of a father as did one in a school where "P" stood for "Poor." He assured the anxious parent that "P" stood for "Passed," and when the father came to "V P" declared it stood for "Very Passed."

The per cent. system is next in popularity. This, of course, is based on a unit scale from 0 to 100 representing perfection. This system seems largely confined to the Roman Catholic Colleges of the state, and practically all those colleges use it.

The next most common system is the use of abbreviations or initial letters of certain commendatory or descriptive words. This is the most diverse and heterogeneous system of all. It is absolutely unintelligible without a key. If your daughter got "H C" at Bryn Mawr or your son "D" at Penn or "E" at W. and J., you could scarcely even by the wildest guessing discover that in one case it meant high credit, in another "distinguished," and in the last "excellent." "C" means "credit" in one college, while in another it is the lowest passing mark.

The next most common system is by means of the cardinal numbers. The use of these numbers might easily prove very confusing. Three is the highest mark at State, 2 next highest with zero as the passing mark, but a student may receive —1

or the next lower mark —2. But at W. and J., 1 is the high mark with 4 the lowest one with credit. This is pieced out with "H" representing "Honor," and with "N P" and "F" representing "Not Passed" and "Failed" respectively. Westminster uses the same system as State except that 4 is the high mark. Temple University uses the first six Roman numerals instead of the Arabic.

The fifth method is the use of unabbreviated descriptive words as Excellent, Good, Passable, Conditional, and Failure.

The following table gives the number classified under each of these five main headings:—

No.	of	colleges	using	the	alphabet system,	30
"	"	"	"	"	per cent. system,	11
"	"	"	"	"	abbreviations of descriptive words	5
"	"	"	"	"	cardinal numbers	14
"	"	"	"	"	descriptive words	1
						51

The apparent excess is due to one institution using two systems impartially.

The most popular system, the alphabetical, may be used to illustrate how haphazard, fortuitous and unsystematic our entire methods of marking are. Of the thirty institutions using this system, five use but 4 steps in gradation, two use 5, ten use 6 steps, four 7 steps, three 8 steps, one 10, one 11, one 13, while three have 14 steps. This is generally made possible by using a system of plusses and minuses, and also a duplication of the letters, the whole being frequently mixed with the abbreviational system. If your boy attended the second largest institution in the state he might come home with his report card marked WX, WP, WF or GB and GC. These are not radio stations or abbreviations for cuss words but represent fairly definite standards of performance or non-performance.

Despite this conglomeration of gradations and markings can we find perchance any nodal points at which the systems cross and at which and on which comparisons may be started or based? The most promising is "D."

In nineteen institutions "D" equals 60 per cent. but in four it equals 65 per cent., in one 68 per cent., while in six there is no per cent equivalent for it or the other letters used. In one alphabetical system "D" is omitted. In one institution "E" is the passing mark, and is equivalent to 75 per cent. Eighteen institutions list "D" as their passing mark, while thirteen others give 60 per cent., its most generally accepted equivalent, as passing. One institution gives "D" as passing, another gives "C," while three give "E." Nine give 70 per cent., two give 75 per cent., one 65 per cent. and one gives 61 per cent. I question if in objective standards (if there be such) that requirements are actually higher or more difficult in the institutions requiring 75 per cent. or "C" than in the other institutions requiring 60 per cent. or only "E" for passing. You will begin to

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realize that we are facing a situation absolutely without standards, and in the great majority of instances one without any apparent real consideration or constructive thought. In one university they sent me the system used in the college, but said that the other big departments had their own systems and were a law unto themselves. In a most highly respected institution almost within sight of this one, if you are a Freshman "E" equals 35-50. In any class above Freshman "E" equals 50-60. "D" to the Freshman means 50 to 65 per cent., to the others it equals 60 to 70 per cent.

But even accepting "D" as 60 and as passing, it would not represent a definite standard. In twenty-four of our fifty colleges merely passing the required number of subjects does not entitle the student to graduation. There are limitations to the number of "D" grades he may have—as to the general average to be maintained—as to honor points or extra credits for high grades that must be met before he graduates. A strict evaluation of standards would also include a careful study as to the difficulty and rigidity of the entrance requirements that are maintained. We find little evidence indeed of any effort to instruct the faculty in a uniform and exact definition of the marks used, and in only two institutions any attempt to plot marks according to the human probability curve, and in but one a feeble attempt to handle marks relatively and consistently.

In concluding, we will concern ourselves about two questions: What should be done about the existing situation? And what can be done about it?

Under the first question we might ask what are the obligations in the matter of uniformity? Is there any advantage or need for uniformity? Intelligent organizations engaged in the same work should have a common language, an exact mean of recording and communicating any information of common and universal interest. Practically all Pensylvania institutions are required to make reports of various kinds that include student's marks to Harrisburg or to Washington. The reports to Harrisburg are made on the scale E, G, S, P, F, to Washington on the percentage basis. Our college Deans are most admirable people, yet I must question the exactitude with which they can transmute the professorial A, B, C, D, or H, 4, 3, 2, 1, 0 into precise equivalents in these new terms, nor can I see why it should be necessary for them to have to make such transmutations. In the recent Carnegie achievement tests the college records of the seniors in forty-nine Pennsylvania colleges were submitted to the Foundation for comparison and evaluation. How puzzling or even exasperating must have been the hodge-podge of marks in such a study and how much must they have vitiated the results?

Modern civilization and all our tremendous advancement in the material arts and sciences in the last thousand years has been traced by many to the adoption of the Arabic or place system of numerical notation. Prior to that the civilized world used the Roman system of notation by means of an arbitrary system of signs or letters. If you have ever tried to work a problem in multiplication using the Roman numerals you can realize how all exact calculations or measurements were blocked or handicapped by such a system and how the human mind was in a measure freed and enabled to go forward in tremendous leaps and bounds by the substitution of our exact, flexible, easily computed system. All averages and comparisons in four-fifths of our present systems of college marking must be mere approximations, begetting innumerable glaring errors and consequent injustices. The adoption of a well-conceived, definite, flexible, exact, easily handled and uniform system of recording student grades is the first step, and a tremendous one, toward an objective, fair, exact and standardized method of evaluating student's work, and is as necessary for a really scientific and satisfactory management and organization of a modern college as was the adoption of the Arabic system to the world at large a millennium ago.

College privileges, advancement, graduation, etc., are based to a large degree in very many institutions on the marks, and on averages derived from marks. You must average "B" or above to be granted certain degrees in one institution, C or above to hold college or class offices or student privileges in several others, and have 80 per cent. of your marks above "D" in order to graduate in many institutions. How can these things be determined exactly and justly at present?

At midyear in the first year I taught in college I hesitated long whether to mark a student C— or D+ in her practice teaching. I finally gave her D+. A few days later the student in question burst into my office in tears. If the mark stood she would be forced by the rules to leave college at once in the middle of her senior year, if it were changed to C— she could stay and graduate. Yet not a word had been said to me in explanation of the college system of marking and the regulations based thereon. I am glad to say that the girl stayed, graduated, and is now an exceptionally successful teacher.

Just a few years ago a student in a prominent college for women in Pennsylvania was expelled for thieving. Her parents denied the charge and sued the college for readmission. The family lawyer subjected the college authorities to a very intense and searching grilling in court on every phase of college life and regulations, affecting the case. Some day a similar suit may be brought to reinstate someone of thousands of college students dropped each year through the application of arbitrary rules based on college marks. It will

(Continued on Page 289)

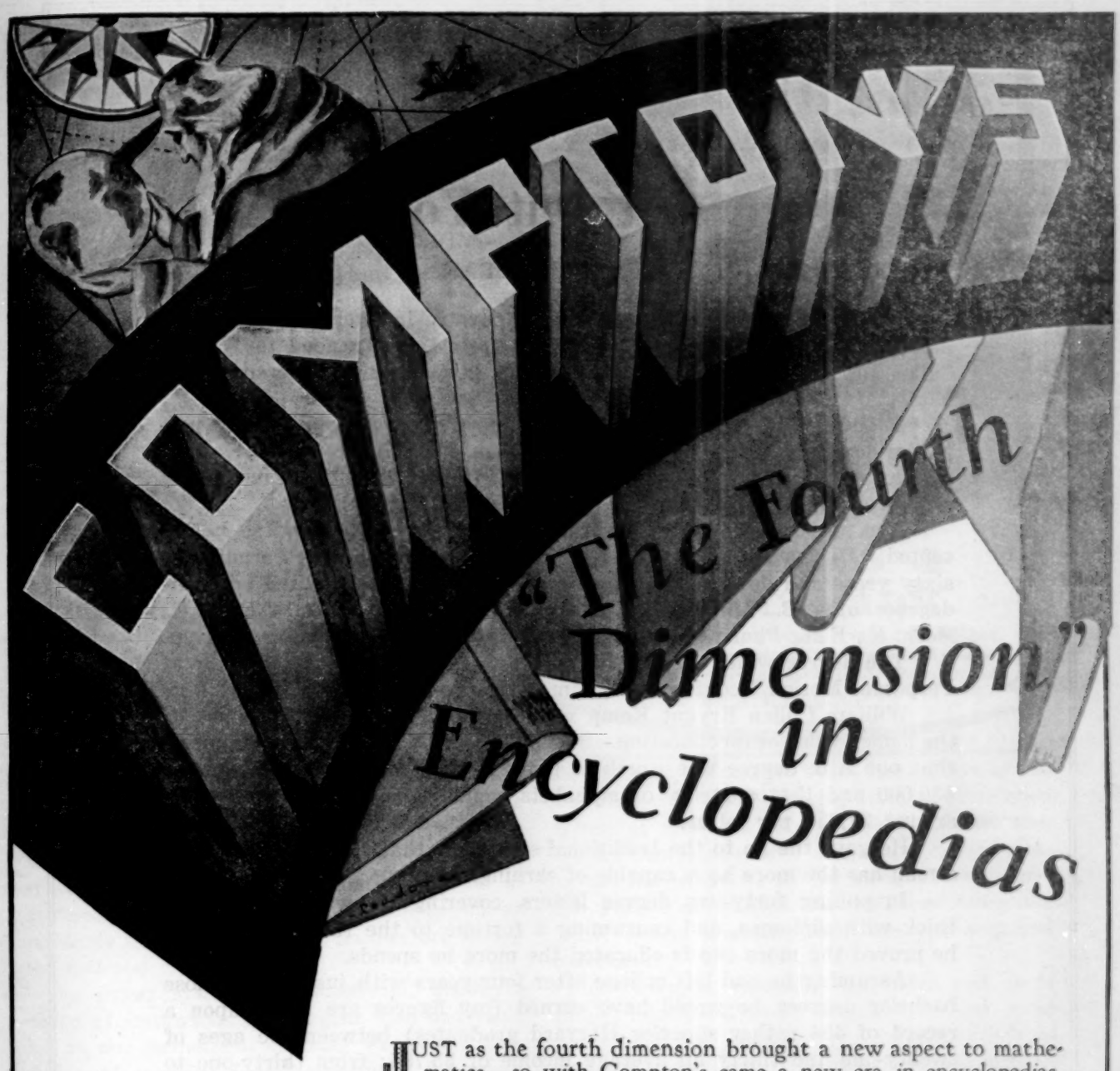

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Figure It Out Yourself

By ARTHUR DEAN

Twenty-five hundred dollars a year, payable in twelve equal installments as a reward for going to college, looked pretty good to William Cullen Bryant Kemp, a freshman, in 1868, at Columbia University, New York City, New York.

It seems that William C. B. didn't have, sixty years ago, any particular leanings toward getting a sheepskin. But in order to give him an educational bracer, a wealthy relative left him $2,500 a year as long as he remained in college.

The proposition looked good to this boy of eighteen and so he accepted. It proved so good that he kept up his end of the bargain for sixty years and during these long years of study was credited with the degrees of A.B., M.A., M.D., LL.M., B.Lit., LL.B., Ph.D., C.F., E.E., Mech. E., E.M., Phar., Chem., and three degrees of B. S. Count 'em up.

The degree which pleased him most was that of D.P.M. "Doctor of Perpetual Motion," conferred on him by the students.

William Cullen Bryant Kemp was the world's greatest exponent of the money value of an education. Statistics or no statistics, he could prove that one A.B. degree was worth to him $10,000 or three B. S.'s equaled $30,000 and that a string of alphabets could be bought for something around $1,250 per letter.

He gave the lie to the traditional statement that the more education a man has the more he is capable of earning.

In pulling forty-two degree letters, covering his wall three layers thick with diplomas, and consuming a fortune to the tune of $150,000, he proved the more one is educated the more he spends.

Assuming he had left college after four years with just one of those bachelor degrees he would have earned (my figures are based upon a record of 454 rather superior Harvard graduates) between the ages of twenty-one and thirty an average income of $5,785; from thirty-one to forty it was $15,748; from forty-one to fifty it was $21,428; from fifty-one to sixty it was $32,773; after sixty his earnings would have decreased. We will assume that William Cullen Bryant Kemp was the equal mentally and socially (a very reasonable assumption) to this selected Harvard group. Now let's see: Ten times 5,785, plus ten times 15,748, plus, etc., etc., equals a total of $1,117,340. (Say, folks, this doesn't seem right either.)

Our D. P. M. thereby lost (deducting $150,000 for sixty years' service as a school boy) the rather tidy sum of $967,340, to say nothing about all the fun he missed the past three score years in working like a he-man.

Evidently he did not agree with the preacher of old that:

"Much study is a weariness of the flesh."

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Should Colleges Have Uniform Notation?

(Continued from Page 286)

be very damaging as well as intensely humiliating for our college authorities to reveal in open court how careless, disorganized, inexact and unreliable is our entire system of college marking.

In a large and brilliant family like that of Jonathan Edwards, who had twelve children and who if living today might easily have a half-dozen children in as many different colleges in Pennsylvania, a very puzzling and ludicrous situation might readily occur when the term marks arrived home. The distracted parents would have to interpret Mary's HC's, C's, M's, P's, double F's from Bryn Mawr; John's D's, G's, P's, N's and F's from Pennsylvania; Henry 3's, 2's, 1's and zeros with their corresponding honor points from State; William's H's, 1's, 2's, 3's, 4's, N's, P's, and F's, honor points, etc., from W. and J. with perchance one or two other reports based on a system of E's, G's, S's, P's, and F's. Can colleges longer be indifferent to such a mess?

Of course I realize that the adoption of a scientific system of notation is but a step, but I believe a vastly important one, toward a really objective, exact system of determining student grades. With such a system and with the application to college subjects of the methods for standardized testing and measurement that have been worked out to a degree in elementary and high school subjects we will have a method for evaluating not merely student mastery but the teachers' professional efficiency. What a carnage there would be in professional ranks if heads were lopped off as ruthlessly there for inefficiency as they are among the students.

We expect system and thoughtful, intelligent action of institutions of collegiate kind and rank, but in our methods of marking we have a confusion of tongues, a real educational Tower of Babel. When the white man came to this country he found a few thousand Indians using fifty-eight distinct languages, and 1,500 mutually unintelligible dialects. An educational Columbus, investigating our college marking systems today throughout this country, would find almost a duplication of old Indian language conditions here at present.

And lastly, what can be done about it? The situation is not very hopeful. We should have an acceptable, efficient system to recommend. To me none seems more generally acceptable and usable than the percentage system. Everyone understands it. It is universally used to interpret all the other systems. The common objection to its very definiteness will be overcome when vastly more definite and exact methods for evaluating student achievement are devised. This is the great desideratum.

The greatest barrier will come from the conservatism of the colleges themselves. There is also the inconvenience of changing from an established system of measures to even a vastly better one. We see this in an exactly comparable case in commercial life where we lumber along with old English system of weights and measures when the metric system would be vastly more efficient and convenient.

Our colleges, especially the older and more firmly established ones, are by far our most hide-bound and conservative educational institutions along the lines of instructional improvement. The professors often assume an attitude of indifferent superiority to anything savoring of improvement in methods. The poorest instruction observed in a life devoted either to supervision of teaching or to study in various universities I have seen exhibited in university classrooms. We accept only pupils selected from the upper half, the upper third, and in some cases the upper seventh of high school graduating classes. One Pennsylvania college admits only ninety female students annually, carefuly culled from 600 qualified applicants. Yet with such highly selected material we are able to graduate only about 50 per cent. of our entering classes. In a sterner day of reckoning we may be held more strictly to account for this human wastage. This may make us more open-minded and hospitable to even such a minor improvement as an efficient, universally intelligible system of notation for recording college marks.

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Personal and Professional

FRED E. SMITH, deputy state superintendent of South Dakota, appointed by State Superintendent C. E. Giffen, is one of the vital leaders in the Dakotas. He is the most genuine New Englander thereabouts. He is a graduate of the State Normal School of Vermont, and a graduate of Dartmouth College, was principal of a high school in Massachusetts and superintendent of Windsor, Connecticut, before he had the urge to go West. We know no other state official in the West who was educated in two New England states and functioned professionally in two other New England states. Incidentally he is a fine fellow personally and an able administrator also.

GEORGE S. PARKER, Janesville, Wisconsin, creator of the Parker Fountain Pen, recently sent his check for $5,000 to President J. W. Dickman of Upper Iowa University to help the $300,000 fund that they seek. Mr. Parker wrote: "I believe that the smaller colleges fulfill a sphere that is not filled by the larger institutions of learning. With many of the young people it is either a small college or no college. Therefore, I believe it is the small college that should be helped."

MISS KATHERINE M. BALL, 1808 Pine street, San Francisco, who has retired from the art supervisorship of the city, where she has rendered great service and attained enviable fame, is starting on a leisurely trip to the leading cities on the Atlantic coast, then to art centres of Europe, Egypt, India, China, and Japan. She will make a more extended study of art in all of its varied features than has been made, we think, by any other leader in the promotion of public school art. She is in the prime of professional life, and it is a noble way to round out one's activity in service.

HUGH A. FORESMAN succeeds to the presidency of Scott, Foresman and Company, the vacancy being caused by the death of Erastus Howard Scott, the founder and president until his recent death. Robert C. McNamara is vice-president; W. Cootes Foresman is treasurer; and Willis H. Scott is secretary. The continued prosperity of the company is assured, as this group of officials have had large part in maintaining the eminent successes of the business in all its years in which E. H. Scott was its official head.

ANSON K. CROSS, whose vision-training method was started at the Art Museum in Boston and is now his private instruction, has registered seven hundred students from all parts of this country and also from France, Italy, India, and China. The American Federation of Arts Traveling Exhibit at the Boston Public Library, February 19 to March 3, included drawings and paintings by artists, art teachers, art students, public school students and amateurs done before and after the vision-training instruction of the home-study course created and supervised by Mr. Cross. One section of the exhibit was from Teachers College, Valley City, North Dakota. It consisted of every painting of every student in the entering class, and thus showed how the average person may now gain in the public schools the vision for tone and color that has in the past been gained by only the best artists.

ATANASIO MONTOYA, state superintendent of New Mexico, in entering upon his office on January 1, said:—

"I am going to make a strong effort to conduct the State Department of Education as economically, as intelligently and as professionally as possible, without any regard whatsoever to the political, religious or racial connections of individuals or institutions. I place my services at the hands of all the people of the state."

He has been a strictly professional leader, widely read in the best literature of the day, with a national acquaintance quite unusual when one considers the distance from New Mexico to the centres of population. We have great confidence in the successful administration of Atanasio Montoya.

E. W. CLARK, principal of the Venice high school, Los Angeles, has been honored by the student body of 1928 by the placing in the assembly hall of a life-size bronze bust. The presentation was the occasion of the most notable gathering in the history of Venice. Among the other things which have endeared him to the citizens is the fact that he was the leader in the creation of one of the most beautiful high school buildings in the New World. It is only a few months that Venice has been a part of Los Angeles, so that the building of this high school was the culmination of Mr. Clark's eleven years of city leadership. He has been interested in foreign countries for a quarter of a century, conducting tourist parties every summer except in the six years that he lived in Rome and directed the tourist activities on the continent of Europe. His intimate knowledge of the countries of the world has made him of inestimable service to the school and city, to which he has endeared himself as few public school men have ever done.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Seven Wonders—I

Seven men once sat in the garden of an inn and talked about the morrow. The first man said: "It is, indeed, interesting to find seven travelers coming together in this fashion. Let us confide one to the other, the secret ambition that causes us to leave home and fireside to brave the perils of a thousand miles and a dozen angry seas. As for myself, I can state my ambition briefly. I have always wanted to see the pyramids. I have wanted to stand through a moonlit night, alone, close to the great pyramid and hear nothing and see nothing but what the desert brings to me. After that I shall be happy to return to my fields and take up the handles of the plow again."

The second traveler laughed gently. "My ambition," he said, "is to visit the diamond mines at Kimberley. I want to go down into the blue holes and work for a day with the diggers until I have found with my own fingers a diamond in the rough. When I have picked it up and turned it over, and weighed it in my palm, I shall be content to return for the rest of my days to my job of money lending."

The third traveler was silent a moment before he answered. "You will be amused," he said, "when I tell you that my ambition is to see the spot where the Pilgrims landed on the North American shore. When I have touched the rock upon which they first stepped, I shall be content to return to my position as warden of the jail and turn keys on prisoners for the rest of my life." "That is a strange ambition," said the fourth traveler, "but listen to mine. I am spending all I have raked and scraped together through fifteen years of toil for the sole purpose of seeing the barren desert in which Helen of Troy once stood. When I have filled my soul with the romance of a glorious day spent on the spot where so many gallant deeds were done, I shall be content to return to my cobbler's shop and bend my back once more over a hundred thousand worn-out soles."

The fifth traveler laughed outright. "I am a keeper in a zoo," he said, "It is my job to feed the cobra and the other poisonous snakes. My life is lived in constant peril from their fangs, for I must handle them at times like a child handles kittens. I am on the way, this very hour, to India to see how my cobras look in the wild. I shall probably journey half around the world from the deadly cobra in a cage to be bitten by a deadly cobra in some fever-stricken swamp."

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"This is certainly a queer crowd," said the sixth traveler. "I am the father of seven children. I am a coward, also. I confess it freely. That is why I am journeying into the Gobi desert, the most dangerous place to life and comfort in the whole world. Once for all I must experience danger even if I pay for it with my life. When I have thirsted and starved and been imprisoned by bandits, if I survive, I shall be content to go on laying bricks for the rest of my days."

(To be continued.)

The Seven Wonders—II

The seventh man did not speak till he was urged. "I set out," he said at last, "to find and see and study the most marvelous thing in the world. I have listened to you six with great interest. And, at last, it has dawned on me that there is only one thing of really wonderful interest on this round old sphere of rock."

"What is that?" asked the other six.

"Nothing that anyone of you has mentioned," said the seventh traveler. "It is certainly not a stone pile, nor diamond mine, nor a ruined city, nor hooded snake, nor waste of desert sand; it is something far more wonderful than ocean tides or moon or sun or stars. As I listened to you six its identity came to me like a flash of lightning. Tomorrow I shall start home again to find it in the little city where I mended people's bodies for a surgeon's fee."

"Why keep us in suspense?" asked the first traveler.

"I was just marveling at my own lack of understanding," said the seventh traveler. "The most wonderful sight in the whole universe, a sight that ranks next to the very sight of God, Himself, is the face of a fellow man."

The six travelers grunted as though disappointed. "It is because we see too much of our fellow man that we undervalue him," said the surgeon, "and yet, consider him as he is—the one conscious animal on the earth, with eyes that understand the stars; with a will that can defy the Deity, with hands that can uplift the pyramids or tear down the cities of other men; with a voice that conveys the hidden secrets of a marvelous power to think; with a spirit, my friends, that is of such creative power that earth becomes a hell or heaven as it wills. Yes, my friends, in listening to you six I have discovered the marvel I came forth to see. I shall go back and seek out my fellow man and help him to rise higher in his destiny; to think more nobly; to create more wonderfully and beautifully the things given him to do."

The Blossom of Indris—I

There is a quaint story told in the depths of the jungles of India of the fortunes of the Blossom of Indris, the lovely one.

One day, as the prince Jamput hunted in the forest, he grew tired and sat down under a mangrove tree to repair his slender bow. As he worked a delicate odor came to him, so sweet and yet so refreshing that he felt a wonderful strength flowing back into his tired limbs. Jamput laid down his half-strung bow and looked around. He could see nothing but the dense tangled green of the jungle and yet the perfume came about him like a delicate mist lifting up his soul with joy and refreshing him like a cup of crystal water from one of the stone mouths of the lions spouting in the palace yard.

"It is strange," said Jamput, "There must be a flower hidden somewhere about. One would think that a plant that could give off such life-giving odors would at least show one lovely colored petal to mark its whereabouts." Search as he would, however, Jamput could find no blossom and, at last, picked up his bow and went away.

When he had vanished under the tangled roots the Blossom of Indris, hidden high on one of the limbs of the mangrove tree, sighed and lifted up her bright golden petals and said: "O father Indris, I have been of service this day to Jamput, the good young prince. Perhaps he will never come this way again. Grant to me, O Father Indris, the power to follow him and serve him in his garden under the palace walls." Indris, in his heavenly cloud halls, heard the plea of the blossom and said: "Because you have asked in the spirit of loving service be this thing granted unto you. Take wings, therefore, and fly whither you will. At the words of the Cloud-Father the Blossom of Indris felt a strange shiver pass through her golden being. Her four lovely petals stiffened into four wings of silken gold;

her body separated from the stem beneath and a passing breeze carried her gently in the direction the prince had gone. That evening when Jamput sat refreshing himself beside the stone lions from whose mouths spouted the crystal waters of the distant mountains, the Blossom of Indris drifted close to his hand and settled gently on a lotus bud that lay on the calm waters at his feet.

"Gorgeous butterfly," cried Jamput, "Whence have you come clothed in the glory of such silken wings? Even now my mind was clouded with the mystery that is life and I despaired at the evil I see about me, but thy coming has proven that somewhere creative spirits, knowing only the good and beautiful, are busy fashioning the dead clay into vessels of delight."

The next day Jamput was called to a distant part of his kingdom. A fleet white horse bore him away. The Blossom of Indris watched his going with sorrowful eyes. "Alas," she cried. "Evil counsel has been whispered into the prince's ears by those about him. O Father Indris, hear this prayer! Grant me the power to serve the prince in this moment of his trial. Grant me this, O Cloud-Father, even though I die at the journey's end."

(To be continued.)

The Blossom of Indris—II

Indris in his cloud-halls heard the cry of the butterfly and leaned down and said: "Because you have asked again in the spirit of loving service be this prayer granted unto you. Take the lark's wings, therefore, and fly whither you will." At the words of Indris the butterfly grew gently into a beautiful lark. One beat of her strong young wings lifted her into the morning air and another carried her over the head of the prince, where he rode away on his milk-white steed.

That night Jamput sat in the garden of an evil one. He was alone. He was sorrowful. "Is then," he cried, "the world so full of wickedness? Are these things true that I have been told? Is there no loyalty in my kingdom to one who has tried to live a life of justice to those about him?" At that moment the lark floated down to a branch above his head and sang so sweetly and with such silvery purity that the prince lifted up his eyes and smiled and said: "O noble bird, thy words are full of the spirit's blessedness. They speak of goodness in a world that is beyond the flesh. Untaught thou couldst never have lifted up such melodies from the unsinging dust. A thousand thanks I give to thee for restoring to me the faith that I had lost."

The next day, however, seven foes set upon the prince as he rode alone on the fringes of the forest. The arrow of one of them pierced the heart of his milk-white horse. The prince leaped lightly down as the beast fell and placed his back against a huge tree and drew his sword. The lark saw all this from a limb above the prince's head. "O Father Indris," she cried, "Thou hast been good to me and granted all my prayers. Hear me once more, I pray you! Let me serve my prince this last time, warding off this danger to his life, even though I pay the penalty as did his faithful steed."

(To be continued.)

The Blossom of Indris—III

Father Indris, in his cloud castle, heard the prayer of the lark, and leaned over and said: "Because you have asked in the spirit of loving service be this prayer granted unto you." At the words of the Cloud-Father, the lark felt herself drawn down from the limb until she stood upon the uplifted ear of the fallen horse. Then she seemed to melt into a blue flame that flickered brightly and then vanished. Instantly a tremor passed through the limbs of the white horse. With a wild scramble of hoofs she rose to her feet and with the long, feathered arrow still piercing her breast, rushed to the prince's side. The seven foemen, at sight of the white horse, alive and strong though still bearing the fatal arrow that had felled her, cried out in alarm and fled, leaving the prince alone, to mount and ride away in peace.

"It is strange, indeed," said the prince, "that this thing should happen. It is proof that there is loving service abroad in the world, and that the just man is never quite alone nor entirely at the mercy of his enemies."

As the prince spoke he tenderly drew forth the arrow from the breast of the horse and wiped it clean in his royal robe and put it in the quiver upon his back. When the prince reached his own castle he dismounted before the great carved door and said to his servants: "Give my horse every good thing to eat and guard her well, for she has this day rendered a greater service than you can understand." But even as he spoke the white horse sank to her knees and rolled over gently on her side, and with a last look at the prince closed her eyes and died. Father Indris smiled in his cloud heaven and reached down and caught up the spirit of the Blossom of Indris and held her in his great palm. "Because you have served out of love," said Indris, "be an unspoken prayer granted unto you. Behold I breathe on you. Go now and at evening beside the pond where the lotus blossoms show thyself to Jamput, the just prince of Indore." And it came to pass even as Indris wished, for was he not mighty in the affairs of men? As Jamput sat, sad of heart beside the crystal waters spouting from the seven lion heads, a princess rose up out of the gray mist of the pond and stood before him. Her garments were the silken petals of the Blossom of Indris, and the sweet fragrance of its heart went round about her. Her movements were those of a butterfly, since her feet scarce touched the cool stones of the garden path; her voice was as silvery sweet as that of the lost lark.

"Fair spirit," cried the prince, "Whence have you come? Are you the soul of the lotus out of which you seem to have risen?"

"Nay," said the Blossom of Indris, "I am the fragrance of the golden flower; the wings of the butterfly, the song of the lark; the strength of the milk-white horse—I am one who loves you and wishes only to serve you as your spirit grows."

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EDUCATION IN ACTION

New Turkish Dictionary Contains 24,000 Words

The new Turkish dictionary, compiled as a result of the change from the Arabic to the Latin alphabet and the Ghazi's wish to delete from the language most of the Persian and Arabic words long in usage, reveals the number of Turkish words to be only 24,000. This is less than one-fourth the number in standard English dictionaries. A Turkish expert has computed that the best Turkish scholar knows only 10,000 words, ordinarily educated Turks only from 2,500 to 4,000, lower class city folk 1,200, while the Anatolian peasant's vocabulary is limited to 800 words.

Fashionable Attire Approved for Teachers

R. G. Jones, superintendent of the Cleveland schools, wants his teachers to be modish in thought and attire. Health and poise he lists as important, second only to training and education. "We want our teachers to keep abreast of the times," he said. "If a teacher can wear short skirts becomingly, she should wear them. And nobody, least of all myself, will complain if there is rouge and lipstick in her purse." Without good health a teacher is likely to be ill-natured, unable to control herself and may keep the classroom in a turmoil. Pupils must be at ease to get the most out of their class work, the superintendent believes, and the best way to bring that about is to give them an attractive, well-dressed, poised and capable teacher.

Loses Memory After Nebraska Initiation

Injuries sustained during initiation into a fraternity at University of Nebraska are said to have cost Thorwald Hansen, Jr., his memory. The youth, son of an Omaha investment broker, was found wandering about the streets after the initiation bruised about the head. At a hospital where he is confined it was said Hansen remembers nothing of events occurring since last September.

Girls "Mix" Better Than Boys, He Says

Just how sociable is the average American child? This is the question that Dr. Jui-Ching Hsia, Chinese philosopher of Teachers College, Columbia, had in his mind when he tested 278 elementary school children. Limiting his study to the fifth, sixth, seventh and eighth grades, Dr. Hsia found girls are more sociable than boys and that "the most sociable children usually have fewer brothers and sisters than the least sociable." Dr. Hsia defines sociability in the sense of "social adaptability, social intelligence and the ability to get along with other people." Pointing out the great value of sociability in success, Dr. Hsia says that "some persons become deans of colleges because they know how to shake hands and say: 'how do you do?' better than others. Academic accomplishment is secondary. This is the same as saying that sociable people have a greater advantage in personal advancement, therefore in success, over those who are unsociable."

Demands State Law For Bible in Schools

Mandatory reading of the Bible in all public schools of Michigan is the objective of a campaign to follow the Citizens' Conference on Religion and Morals in Education, held recently in Lansing. Dr. W. S. Fleming, Michigan representative of the National Reform Association, which is sponsoring the conference, said that it was the intention of the Association to place the Bible in all public schools of the state. Later he said that because voluntary reading leaves the teacher exposed to the attacks of forces opposed to Christianity, the objective of the campaign would be for a regulation making daily reading of the Bible in the public schools compulsory. An effort will be made to bring the matter before the State Legislature during its present session, he said.

Yale Is Now To Study Mankind

When President James Rowland Angell of Yale announced that the university had received gifts and subsidies representing a capital of $7,500,000 for the establishment of an Institute of Human Relations, widespread interest was expressed in the public significance of the institute and the application of the knowledge that is to be gained there. There is to be provided a research centre where sociologists, economists, biologists and psychologists will combine with their colleagues in such applied fields as law, medicine, and psychiatry to correlate knowledge of the mind and body, and of individual and group conduct, and to study further the interrelations of the many factors influencing human actions. In President Angell's words, "the institute is founded on the belief that the time has now come for drawing together the knowledge that is to be gained in these separate fields, so that it may be applied as a whole to the best advantage of mankind."

Character Development In Denver Schools

"The most important objective of all the Denver public school courses of study is character education, according to a statement in a recent issue of School Review, the official publication of the Denver schools. Each course of study used in the schools is organized for the definite purpose of contributing to character education, and report cards in certain grades have sections in which pupils may be marked in reliability, social attitudes, and clear thinking, as well as in health, thrift, and the usual school subjects.

Frat Men Low in Scholarship

"The average scholastic standing of fraternity men in the Wharton School of Finance and Commerce of the University of Pennsylvania is lower than that of non-fraternity men, and there is a direct relationship between a student's grade and the class in which he is enrolled." These two conclusions are drawn from an exhaustive survey of the actual grades achieved by every student in the Wharton School for one semester, compiled by a committee especially created for the work, a report of which has just been filed with the university authorities.

Kansas School Serves as State Model

Half of the more than 100 consolidated schools in Western Kansas have been copied from a model school in the village of Holcomb, which, at the time the school was established ten years ago, had only a dozen homes, two stores and a bank. The community was chosen as a typical place where a modern type of education was especially needed. Seven school districts were consolidated into a union district with Holcomb as the centre. Bonds were voted and a large modern building was started. Twelve autos large enough to haul thirty pupils each were bought for transportation to and from school. An important feature of the Holcomb school is the farm of twelve acres. Agriculture projects are carried on by students under supervision.

Hopes to Build Most Outstanding School

Through its largest single endowment, a gift of $8,000,000, Northwestern hopes to build up "the most outstanding undergraduate school in the West," Robert W. Campbell, president of the board of trustees, has announced. The endowment, which is to be devoted exclusively to development of the college of liberal arts, was made public when the will of the late Milton H. Wilson, Evanston, Ill., clothing manufacturer, was filed in probate court.

Study of Phonetics Begins in Paris

The city of Paris has turned over to the Sorbonne a former school building located in the Rue des Bernardins, Paris, to be used as the Institute of Phonetics. The larger rooms will be used for theoretical studies on the sounds of language, their mode of utterance, and the gestures that accompany them. The others will be used for laboratory or drill courses. A room has been added for the projection of films, by means of which one can study, with all necessary patience, the movements of the lips and tongue, by which the sounds are modulated. On the floor above is the library. All that has been written on general phonetics, historical phonetics and experimental phonetics will be collected. The library also constituted the "archives of speech" and contains a vast array of phonographic records, covering the walls of two large rooms. The visitor, just as if he desired to consult a book in a library, asks for a record with a speech by Marechal Foch or Paul Deschanel, or a declamation by the actor Mounet Sully, or a popular song of any country. The director, M. Pernot, has just returned from Rumania, where he made records of several hundred Rumanic songs.

Admission Tests Cut College Gains

Though the flood of youth seeking higher education is not increasing as rapidly now as it was a few years ago, it has not yet reached its crest, believes Kenneth O. Mason, dean of freshmen at Brown University. "Today there are approximately 850,000 students in the colleges and universities of the country and about 300,000 more hopefully begin their collegiate education each September," he said. "With the exception of the large state-supported universities, almost every institution of higher education has been forced to adopt some more or less stringent and sometimes highly artificial method for the selection and rejection of candidates for entrance. It is the duty of an admissions officer to weigh personality, manners, and conduct, at the same time as he considers intellectual ability," Dean Mason stated.

Character Tests Are College Need

Dr. Clarence C. Little, recently resigned president of the University of Michigan, recommends such changes in college entrance requirements as will result in alumni who will "throw themselves into the life of their community as unselfishly and as naturally as they dress in the morning." "I believe American education has paid too much attention to subjects and courses and not enough to character and intelligence," said Dr. Little. "So much thought is given to method that often sight is lost of the ultimate goal, namely continued mental growth. College admittance requirements should certainly not neglect the academic. But they should pay more attention to character. If a merit system were installed, the result would be a wiser selection of those coming to college."

Golf Is Education In Fort Smith, Ark.

Golf training has become a part of the public school course in Fort Smith and the boys and girls receive school credits for their efforts to master such fundamentals as grip, stance and form. High school boys and girls have taken so keenly to the plan that athletic coaches and instructors have difficulty in accommodating the classes. The schools provide driving canvases and clubs, and three times a week a Fort Smith professional gives free instruction. Those who show particular aptitude are given special training. Interest is stimulated by tournaments and prizes by Fort Smith merchants.

Once Poor, Man Gives $400,000 for School

Four hundred thousand dollars is left by Arthur J. Silliman of Woodus, Conn., to perpetuate the one-room red schoolhouse at East Haddam where Nathan Hale taught after he left Yale College. The little building, which has been kept as a shrine by the Sons of the American Revolution, is on a promontory overlooking the Connecticut river. Mr. Silliman was a poor orphan adopted by an uncle, but became wealthy, his estate being appraised at nearly $14,000,000. Wesleyan University and the Middlesex Hospital of Middletown, Conn., each receive $50,000.

Liquor Spies Not To Be Students

Attorney General John R. Saunders has not decided just what kind of investigation he will make of liquor conditions at Virginia institutions of higher learning, as requested recently by Governor Harry F. Byrd, but he has definitely stated that there will be no inquiry by student spies or detectives masquerading as students. It is understood that rumors of plans for planting spies in the various institutions of the state have caused considerable indignation in those schools. Dr. Henry Louis Smith, president of Washington and Lee University, said recently that such methods would not be tolerated in the university of which he is the head.

Mexico To Provide Free School Books

The sum of 150,000 pesos ($75,000) has been set aside by the Mexican Department of Public Education for the purchase of books for use by the rural and primary schools of the Republic during the present year. In addition, 100,000 pesos have been appropriated for the purchase of other school material. It has been brought to the attention of the department that in some cases four or five pupils have been studying from one book.

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Publishers eagerly seek State Reading Circle adoptions, because the books which receive this distinction have a place of honor that assures them a large sale and wide attention in other states.

Salesmen give much time and attention to state adoptions, calling on committees and explaining in detail the merits of their books. We have no salesmen, yet **Missouri, Kansas, Illinois, Indiana** have placed our books on their lists.

Now comes a notice from **Louisiana** that **ARLO, CLEMATIS, DAN'S BOY,** and **ANITA** have been adopted for the Reading Circle in that state.

A vocabulary exactly suited to the young student, a reading technique built up in mental pictures that all children easily grasp and express, and a story so appealing that it is eagerly read by pupils and teacher alike, combine to make the ARLO BOOKS sought by those responsible for selecting books.

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Greater Importance Of Flms Predicted

Future histories, according to B. A. Auginbaugh, supervisor of visual instruction for the Ohio department of education, will be rolled up on reels and stored in fireproof cans, and the history class will become a motion, perhaps a talking, picture show. The time will come, in his belief, when books will cease to be published, and all great drama and literature will be preserved on celluloid instead of paper. Mr. Auginbaugh does not believe that printed language ever will be abandoned, but rather will be used auxiliary to the picture. The alphabet was devised, he explained, because ancient man could not make pictures fast enough to keep up with events of his day. He thinks the modern camera adequate to keep pace with world-wide happenings. His tests with more than 7,000 Ohio school children have convinced him that visual instruction is superior to oral teaching. Both in identification and retention tests, he found, films are far more effective than words in relaying ideals and facts to students.

Foreigners Studying German Tongue in Berlin

Students from forty-four nations are trying to learn German at the University of Berlin during the current semester. The total number of foreigners enrolled in the courses in German is 197. The United States heads the list with forty-five students, who come from points as far apart as California and New York. Next come Japan with twenty-five and China with sixteen students.

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TREND OF THE TIMES

IMMIGRATION Border Patrol made 25,534 arrests during the fiscal year 1928. Of this number approximately 18,000 were smuggled aliens and 330 were found to be smugglers of aliens. The fiscal year 1928 witnessed an increase of fifty per cent. in the number of such aliens taken into custody.

VAST STRETCHES of unclaimed territory remain in the United States waiting for some one to settle on them and make a few improvements. The largest amount of free land is in the Western states. Altogether there is considerably more than 300,000 square miles of this land waiting to be developed. More than 70,000 persons have made entries for homesteads upon which final proof has not yet been presented.

AUTOMOBILE ACCIDENTS numbered 800,000 in 1928, taking 27,000 lives and involving an economic loss of $850,000,000, according to the National Safety Council. Although the fatalities represent a five per cent. increase over 1927, it is the lowest increase for any one year since 1920. Chicago had the highest death rate for the year—28.8 for each 100,000 population. St. Louis was second highest with 25.5.

ENGINEERS may some day partially stabilize the weather of Europe, India, Australia, South Africa and Argentina, according to Herbert J. Browne, oceanographer and long-range weather forecaster. If the leading countries of the world would send a fleet of ice cutters to break loose and move out of the Arctic and Antarctic regions regulated amounts of ice instead of allowing enormous masses to flow out in single years, weather in these countries would be more certain, he claims.

FRANCE will be as modern as America in her industry and will have something of the same kind of prosperity that the United States enjoys, if Premier Poincare and Minister of the Interior Tardieu have their way. "Prosperity" is to be the French Premier's new slogan, and he intends to back it up at the present session of the French Parliament with a definite official "program of realization" based on American methods.

ALTHOUGH Manhattan shows a greater density of population than Shanghai, China, long regarded as one of the world's most densely populated spots, there is still enough unbuilt land in the city's five boroughs to accommodate without overcrowding not only the city's population, but also the population of the entire metropolitan area within a fifty-mile radius. This information is contained in a report on the population of New York.

ROGER WILLIAMS continues to be an outcast from Massachusetts. Despite the wide advertising which the measure had obtained, the Massachusetts House of Representatives, without debate, accepted the adverse report of the committee on judiciary on the bill filed to have the Legislature revoke the sentence of banishment imposed upon the founder of Rhode Island by the Great and General Court of the Massachusetts Bay colony, September 3, 1635.

PARISIAN STYLES of clothing and the universal vogue of hair-dressing and the use of cosmetics and facial creams have succeeded in standardizing European beauty. That was quite apparent when the "Beauty Queens" representing seventeen European countries assembled in Paris for the selection of Miss Europe. There was much beauty assembled by the contestants, but almost nothing in silhouettes and features which could be regarded as distinctly national.

PRINCIPAL COUNTRIES of the world, on the average, expend 18.6 per cent. of their total income for taxes. In the United States, according to John K. Norton, director of research for the National Education Association, the corresponding per cent. is but 10.2. "Not a major country in the civilized world is paying so small a percentage of its income for taxes as is the United States," he declared.

TEXAS RANCH owner who does not assure his cow hands adequate radio reception might as well sell his cows and move to town, it is said. "We've squeezed every bit of glamour out of the cattle business," said a Texan. "It is now Big Business played by trained men. Our ranch out there is about as exciting as a turret lathe, but we are discounting bills, paying bonuses, buying a radiocasting outfit and showing a nice profit."

OIL now occupies second place in Russian exports, the 1928 total sent out, mostly through New York companies, having been three times the pre-war quantity.

The BOOK TABLE

HOW THE WORLD IS CLOTHED. New Industrial Readers. By Frank G. Carpenter, Litt.D. Cloth. Profusely Illustrated. 350 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

The high water mark in the latest advance in the school life of children is the reading that ties up everyday affairs with the school. The school must be attractive every day to boys and girls who get thrills out of school all the time.

It is not enough to have the school interesting. That is easy. The school must make life out of school interesting every day.

"The New Industrial Readers" are an ideal and real achievement in this regard. There is no child in any school who will not carry the school into his home when he reads in school "How the World Is Clothed," "How the World Is Fed," and "How the World Is Housed."

For instance, no child wants to lose a link in the chain that carries cotton cloth to the cotton fields of the South. How seed is planted, cultivated, fertilized, harvested, "ginned," and marketed. How transported. Where and how manufactured, and the varieties of goods made from cotton. There are forty pages with twenty-six attractive and informing illustrations making reading as fascinating to any boy or girl as any book of fiction, because it is a real wonder all the time and not fiction at all.

These forty pages have revelations to the teacher, who will read them with as much appreciation as the children themselves. The reader is taken into the real life of the home, factory and customs of various countries and continents, and in history for many centuries. There are no drill exercises, and no prodding is necessary. It is delightfully charming all the time.

IN THE SERVICE OF YOUTH. Chapters on Certain Phases of the Teaching of English in Junior and Senior High Schools. By John B. Opdycke. Introduction by William McAndrew. Cloth. Gilt. 416 pages. 2 West 45th street, New York: Isaac Pitman and Sons.

William McAndrew describes the author of this book in his inimitable style in "The Introduction."

"John B. Opdycke revolted from prescribed observances long ago. He has remained a consistent apostle of flexibility and adjustment. He never believed in the average child. But that a teacher can and must prefer boys to books, serve children rather than curriculums, and be an interested and interesting companion and guide to every youth sent to him, has been Opdycke's professional creed for many years. This doctrine enlivens the following personally conducted journey through the main roads and the pleasant bypaths of the realm of language and literature."

To return to the book itself, "In the Service of Youth." We can recall no book on the teaching of English in junior or senior high schools that says so many important things about what not to do or gives as many virile suggestions as to what to do and how to do it as in this book by John B. Opdycke.

It is useless to try to give any idea of its value in any one of a hundred phases of its vitality, of which the following are samples: "How to eliminate the drudgery that stunts the soul in the matter of composition correction. How to set examination questions logically and constructively and engagingly. How to socialize the English recitation effectively. How to Americanize the high school boy and girl sanely and rationally through the medium of English."

INSTRUCTIONAL TESTS IN ARITHMETIC. Adjusted for Pupils of Varied Abilities. By Raleigh Schorling, University of Michigan; John R. Clark, Lincoln School of Teachers College; Mary A. Potter, Supervisor of Mathematics, Racine, Wisconsin. Five Work Booklets in Heavy Paper. 60 pages each. One each for Fifth, Sixth, Seventh and Eighth Grades, and Manual. Yonkers-on-Hudson New York, and Chicago: World Book Company.

The work-booklet is an attractive and servicable creation. It provides everything under one cover, inventory, tests, practice tests, diagnostic tests, remedial material, record forms, norms, and answers. There is nothing for the teacher to do except to start and stop the pupils. Then, too, she has the chance to walk about the room and observe study habits and see to it that records are kept in good form.

The purpose is to improve the results of instruction in computations. There are carefully graded practice tests for individual achievement.

The plan has the pupil find his own level and then practice for perfection wherever he knows he needs practice. There is an exceptional and valuable flexibility in everything.

AMERICAN INQUISITORS. A Commentary on Dayton and Chicago. By Walter Lippmann. Cloth. 120 pages. New York: The Macmillan Company.

Walter Lippmann is in a class by himself in his view of everything, in his opinion of everybody, in his brilliant essay style, in his Americanism, in his internationalism, in his interpretation of the past, in his estimate of the present and especially in his anticipation of the future. In this book he views schools and school people of all classes and under all circumstances in his inimitable way.

RELIGIOUS OUTLINES FOR COLLEGES. Course IV. Life Problems. Cloth. 207 pages. John M. Cooper, D.D., the Catholic University of America. Washington, D. C.: The Catholic Education Press.

This is an intensely practical study of "Life Problems" with college students. There is no artificiality about it, nothing sanctimonious, nothing dictatorial, just a wholesome, frank, sensible treatment of the most vital phases of real life as it must be faced by every young man.

Books Received

"Latin 1." By Henry Pearson, Lillie Lawrence, Nina F. Raynor.—"A Latin Vocabulary." By Stephen Hurlbut and Bernard Allen. New York City: American Book Company.

"Before Columbus." By Cecil E. Stevens.—"French Pronunciation and Diction." By L. J. A. Mercier. Newark, N. J.: Silver, Burdett and Company.

"The Nature and Meaning of Teaching." By Ralph F. Strebel and Grover C. Morehart. New York, N. Y.: McGraw-Hill Book Company.

"The Universal Speller." By C. A. Phillips and M. M. Powell. Cambridge, Mass.: Houghton Mifflin Company.

"Thrift Education Through School Savings." By M. W. Walter. Boston, Mass.: Women's Educational and Industrial Union.

"How the Old World Found the New." By Barnard, Tall, Gambrill. Boston, Mass.: Ginn and Company.

"Summary of Investigations Relating to Grammar, Language, and Composition." By R. L. Lyman. Chicago, Ill.: University of Chicago Press.

"Our Farm World." By Fred T. Ullrich. New York City: Longmans, Green and Company.

"Historical Selections." By Hutton Webster. D. C. Heath and Company.

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GRINS BETWEEN GRINDS

Modern Daniel

Mrs. Smith came home from sewing circle and heard a tremendous uproar as soon as she opened the door. So she ran upstairs to the nursery. There the uproar was positively deafening.

"Why, children," she said, "what does all this noise mean?"

Her oldest boy laughed and explained:—

"We locked father and grandfather and Uncle Harry in the hall closet after lunch, and when they get a little more savage and angrier I'm going to play going into the lions' cage."

The Price of Complacency

There was a man who had a clock
(His name was Mr. Squeers)
And every day he wound it up
For more than forty years;
But when, at last, an eight-day clock
It was found out to be,
A madder man than Mr. Squeers
You'd never wish to see.

—Exchange.

Tit for Tat

California and Florida are great rivals. One day a man from California walked into a fruit store in Florida and seeking to "kid" the owner picked up a pumpkin and remarked: "My, but these are small oranges." The Florida fellow was stumped only for a second. "Hey, you," he said angrily, "Quit foolin' with those lemons."

Let's Begin With Poetry

Mary had a little lamb,
You've heard it oft before—
And then she passed her plate again
And had a little more.

Optimistic

Julia—"Renee surely is optimistic."

Jan—"Why?"

Julia—"She's christened her little daughter Marigold, hoping she will, I suppose."

Exposure vs. Expense

Mrs. A.—"I notice, dear, that your new dresses are more in style. I thought your husband objected to short skirts. How did you manage to get his consent?"

Mrs. B.—"Oh, we compromised. He said he'd agree to my wearing them shorter if I'd agree to wear them longer."—Boston Transcript.

Whoa!

"That is a skyscraper," announced the guide.

Old Lady—"Oh, my! I'd love to see it work."

Not Quite Correct

S. S. Teacher—"Who can tell me the name of the first man and woman? All right, Bobby, you may."

Bobby—"It was Adam and Evil."—Capper's Weekly.

Taking No Chances

When the colored couple were being married by the clergyman and the words "Love, honor and obey" were spoken, the bridegroom interrupted:

"Read that again, suh! Read it once moh, so's de lady kin ketch de full solemnity ob de meanin'. I's been married befoh."—Vancouver Province.

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Ten Modern Commandments For Parents

Actual facts, determined by investigation of 10,000 homes as judged by normal children in Massachusetts' schools, and the homes of several hundred youthful criminals as revealed by case histories available to the state department of correction, have prompted the Massachusetts advisory council on crime prevention to issue the following modern ten commandments for parents to follow in bringing up their children.

"1—Give your child the love that comes from an understanding heart; be a good friend, a fellow-adventurer in life.

"2—Give your child a home that offers a ready welcome to his friends; make your home the centre of his social being.

"3—Give your child a place in the home to call his 'own,' a corner, a room, an attic, a part of the basement if it is clean, ventilated, warm and dry.

"4—Give your child chores to do and see that he does them because he wants to do them; enlist his active co-operative interest in the management of the home.

"5—Give your child equipment with which to play; toys, pets, tools and materials with which to make things, instruments to play, goods to sew, food to cook.

"6—Give your child the opportunity to use his own judgment to encourage initiative; recognize and praise his feeblest attempts, don't harp forever on his shortcomings. Respect the personality of your child.

"7—Give your child a place to read, get good books from your public library and have wholesome magazines available.

"8—Give your child a strong body, see that he has thorough physical examinations; watch teeth, eyes, hearing and correct faults immediately.

"9—Give your child a healthy mental and emotional life; educate him to his fullest capacity, but not beyond; correct bad habits early, consult habit clinics.

"10—Give your child a parent he may emulate and in so doing become a citizen worthy of the name he bears, be an example."

—

Junior College Faces a Difficult Problem

Dr. Leonard V. Koos, professor of Secondary Education, University of Minnesota, and author of "The American Secondary School," "The Junior College Movement," and "The Junior High School," has spent three months studying California's provisions for education. In a recent article in School Life—"Progress and Problems of Secondary Education in California"—he reviews his findings. There are more public junior colleges and many more students in public junior colleges in California than in any other state. Of the difficult curriculum problem facing the junior college, Dr. Koos says: "Being a local public unit and in its essence an instrument of democratic education, the junior college admits all high-school graduates, contrasting in this respect with most higher institutions of the state, which follow some selective basis of admission. The distribution of 'college aptitude' is therefore much wider typically for students in junior colleges than for those in colleges and universities. At the same time these junior colleges have no other curriculum precedents than those provided by the typical higher institution whose curriculum was worked out with selected students and which look to service only to those students who continue beyond the junior-college level. Although junior-college authorities in California are conscious of the problem and individual junior colleges are turning serious efforts to its solution, analysis of the junior college offering in the state as a whole shows that it is still largely unsolved."

—

Educating for Understanding

It is becoming apparent that success in the complex activities of modern business requires not merely automatic skills, but also understanding—acquaintance with the processes of business and a grasp of the interrelations among its parts. Accordingly there has arisen a recognition of the need for components of the curriculum that will give such understanding. Some of the courses introduced for this purpose are business organization, management, and the social studies, which have come to include community organization, the things ordinarily understood by "sociology," and even history. As an aid in setting moral ideals which a worker in business should maintain, instruction in business ethics has sometimes been introduced. Finally, a few schools have undertaken to give instruction in business deportment (manners). But understanding will not come merely by multiplying subject-matter courses. It demands a particular emphasis in the courses offered. Bookkeeping, for example, should not be taught merely as a narrow round of making entries and striking balances. It should be

presented rather as a mechanism through which to derive an entire philosophy of business.—From "Commercial Education in Secondary Schools," by Harry D. Kitson.

The Objectives of Modern Science

The impossible has become a fact. What once seemed impossible in science teaching may be accomplished.

What is it which modern science is trying to accomplish? Science in education, as in the growth of knowledge of special sciences, is trying to encourage the spirit of inquiry, the desire to know, the ability to ask and answer questions for the sake of answers, but chiefly as these answers increase interest and ability in answering other questions. Science recognizes that continued evolution of human mind depends upon the continued use of mind in inquiry, in conclusion, in applications, in the establishment of new truth. Science accepts Poincare's statement that "man is the measure of his own universe."—From "Next Steps in Science Teaching," by Otis W. Caldwell, in School Science and Mathematics.

Art on a Rental Basis

More than 100 organizations have enlisted in the movement recently started by the Philadelphia Art Alliance to develop appreciation of American art. Men and women's clubs, community centres, civic bodies, libraries, country clubs and public and private schools are on the rolls for this purpose, in Pennsylvania, New Jersey, Delaware and Maryland, representing a membership of 100,000 persons. The plan is to seek to advance American art through lectures and art conferences and by subscriptions to the Circulating Picture Club, which is prepared to send American art on circuit over its territory, on a scale of fees limited to expenses.

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